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ABSTRACT

To evaluate composition programs based on peer feedback, a study compared the improvement in written composition skills of two sets of eighth grade students in 11 classes at eight Dutch schools. The control group was enrolled in teacher feedback programs, the experimental group was enrolled in peer feedback programs. Students wrote a discursive essay and responded to an attitude inventory questionnaire before, during and after the course. Writing aloud protocols were elicited from a small number of students. A random sampling of each class yielded 792 essays which were typed out and evaluated by two raters for the writing achievement variables of goal orientation, audience orientation, organization and style. The hypotheses predicted that, as compared with the control group, the experimental classes would exhibit (1) higher test scores on the writing achievement variables, (2) a lower level of writing apprehension, (3) more planning activities such as self-instruction and generation of ideas, (4) more frequent interruptions of the writing process by a choice process, and (5) more frequent evaluation and revision in the revision process. These hypotheses were not supported. The results showed no differences between the two groups, except for some differences in the writing process variables; self-instruction rose in the experimental group and fell in the control group; interruptions by a choice process rose in the control condition, and fell in the experimental. (A 19-page bibliography includes listings of numerous articles in Dutch.) (JG)

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Effects of peer evaluation on Writing Performance, Writing Processes, and Psychological Variables

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Does a program of written composition teaching based on peer feedback lead to better results than one based on teacher feedback? In modern mother-tongue curricula, educational publications, and handbooks and publications in which teachers describe and promote their own methods, peer evaluation, peer feedback or peer teaching is accorded an important role in the teaching of written composition skills. Two schools of thought in thinking about mother-tongue curricula have led to heightened attention to peer feedback as an educational technique. The first is a more general educational movement which has redefined the role of the student in the teaching/learning process. Teaching is there no longer seen as a purely transactional process between teacher and student, but rather as an interpretative process in which the student's knowledge is itself evaluated and used as a component of the teaching/learning process. The second movement is specific to the teaching of language: the communicative shift. Here it is stressed that students learn from valid feedback, i.e. the reactions of the intended readers. Written composition tasks are formulated in such a manner that the audience is composed of students. In such a class, students constitute communicative

pairs (writers and readers) and instructive pairs (feedback givers and receivers). (See Figure 1)

Hypotheses

On the basis of an analysis of literature on peer evaluation and written composition, written composition processes and educational theory, three groups of dependent variables were defined by which students ought to differ in consequence of the experimental variable.

a) It was expected that experimental classes would perform better than control classes on the writing achievement variables of Goal Orientation, Audience Orientation, Organization and Style.

b) It was expected that experimental classes would display a lower level of Fear-of-not-being-able-to-write — the cognitive component of writing apprehension — and a more positive Attitude-towards-being-evaluated and Attitude-towards-writing than control classes.

c) It was expected that writing processes in the experimental classes would differ from those in the control classes. Students in the experimental classes were expected to perform more planning activities such as self-instruction, generation of ideas, criteria and presentation structures, and structuring of ideas. The formulation process was expected to be more frequently interrupted by a choice process in which available

words and phrases were weighed up against each other. The revision process would then be characterized by more frequent evaluation and revision of textual elements and longer passages. Finally students in the experimental condition were expected to be characterized by a higher frequency of interactional monitoring: there would be both "feedforward" in the generation and structuring and "feedback" in the evaluation and revision of text.

To determine the effect of peer evaluation on these different aspects of written composition skill an experiment was carried out consisting of three parts: development of an experimental teaching program, construction of the measuring instruments, and execution and monitoring of a field experiment.

An experimental teaching program.

At a school the author and two fellow teachers developed and tested a procedure for teaching the writing of goal-oriented and audience-oriented discursive texts in four ninth grades in two sorts of secondary school. By means of process research, questionnaires, analysis of the reliability of the feedback instruments, and learner reports, this procedure was evaluated and refined. The final program contained four block courses each of 10-12 lessons. All block courses were constructed on the same pattern.

A. Preparatory lessons (3-6). In these lessons the students studied instruction texts on aspects of writing and texts. Two aspects were introduced in each part course: goal and audience orientation in the first course, organization and reliability in the second, news value and usage in the third. In the fourth course the instruction text contained a synthesis of all the steps in the process that had been dealt with up to that point. Also in the preparatory lessons, some tasks were used to study writing tasks and information on the subject consisting of articles or cuttings from newspapers, magazines and brochures. The students then wrote, in school, first a rough draft and then a first version. As a reflection task they then described how their first version had been written ("How did the writing process go this time?") and what they themselves thought of their texts ("What do I think of my essay?").

B. Commentary lessons. Each student was given by the teacher a copy of the essays of three arbitrarily selected, anonymous peers. He read each essay and by means of a subjective reaction form with items like "I am not convinced" indicated his impression of what he had read. After this first reading the student carried out his second reflection task: "What have I learned by reading other people's texts?" Then he read the same essays more closely and gave more detailed feedback by answering questions from a comment questionnaire. The aspects on which comments were given corresponded to those in the instruction texts. Five comment questions were asked on each aspect. Besides answering these

comment questions the commentator also had to carry out a variety of tasks in the essays themselves, such as indicating audience-oriented sentences and phrases and the transitions between beginning, middle and end. At the same time some of the comment questions obliged the commentator to indicate features to be judged positively or negatively in the essay itself.

Commenting on an essay took 30-45 minutes. Students performed the task in two lessons; what they did not finish in school they did at home. For the final conclusion of this stage students carried out a third reflection task: "What have I learned from commenting on other people's texts?"

C. Processing comments. Students were given subjective reader-based and objective criterion-based feedback, all notes on their essays, and any further written notes to these assessments, from three anonymous commentators. They then ordered the comments, summarized them and wrote comments on them. It was stressed in their instructions that the writers were responsible for their own choice from the feedback, but that they must give reasons for their choice. The students then drew up a rewriting plan in which they indicated what they planned to change and how they wanted to change it. Processing comments was done partly in school (2-3 lessons) and partly at home.

D. Final version. On the basis of the rewriting plan a final version was written in the course of a single lesson.

The student then gathered his work together in a ring binder. The teacher evaluated the binders for each block course for

their completeness, neatness and the quality of the work, with the exception of the essays. Every quarter a student selected one of his essays for evaluation by the teacher for a mark counting towards his end-of-term report.

The students in the control groups went through exactly the same program, except that at stage B it was the teacher who provided the feedback, using the same forms, criteria and tasks as in the experimental condition. The teacher spent approximately half an hour on each essay.

Instrumentation.

Essay scales were constructed to measure writing performance variables (Goal Orientation, Audience Orientation, Organization and Style). These were a series of essays of gradually increasing quality which are a useful aid to raters because differences in quality and the associated textual features are clearly shown. In the case of Goal Orientation and Audience Orientation analytical scoring rules were also drawn up.

To measure writing process variables a detailed coding scheme was developed on the basis of the writing process model of Hayes and Flower, the hypotheses, and a number of test protocols.

For the Psychological Variables an inventory was constructed on the basis of Miller and Daly's Writing Apprehension Test and Bergen's Situation-Specific Apprehension Test.

The reliabilities of the essay scales in terms of rater reliability were good: the correlation between two raters varied from .64 to .80; intra-reliability was even higher. The test reliability of the three Psychological Scales varied from .80 to .93 (Cronbach's alpha). Some items out of the analytical scoring rules for Goal Orientation and Audience Orientation proved still to be insufficiently objectively scorable.

Experiment.

Eleven experienced teachers at eight different schools of two different levels of secondary school carried out the program in the ninth grade. Each teacher taught two classes randomly assigned to the experimental or control condition. Before, during and after the course the students wrote a discursive essay, for research purposes, that had no further function in the teaching program. The tasks for the pretest and midtest were identical; that for the posttest was similar. At the three test sessions the students' attitude inventories were also taken. During the pretest and midtest periods writing aloud protocols were elicited from two students. The implementation of the teaching programs was monitored with teacher and student log-books, observations and questionnaires.

In each class a random sample was taken of all students for whom three test essays were available. The 792 essays (22 classes

x 12 students x 3 tests) were typed out and eva'uated by two raters using the essay scales for Goal Orientation, Audience Orientation, Organization and Style developed during the project. The essays were also scored according to scoring rules for Goal Orientation and Audience Orientation. One of the two writing aloud protocols from each class was typed out according to the set procedure. These 44 protocols were coded by means of a fine-meshed scheme.

The class scores on Writing Performance Variables and Psychological Variables were analysed by multivariate covariance analysis. The Writing Process Variables were analysed by loglinear model-fitting.

The results were fairly unambiguous. The difference in the teaching programs produced no differences on Writing Performance and Psychological Variables. On the analytically scored items for Goal Orientation and Audience Orientation there proved to be no difference between the conditions, though there was an increase in the number of essays that followed a clear line of thinking and displayed some form of interaction with the reader. In both conditions the scores for all variables were clearly higher on the midtest and posttest than on the pretest, with the exception of the scores for the Audience Orientation variable in the posttest. Indeed, perhaps because of a task effect, these scores were even lower than that for the pretest. There were also some differences in the Writing Process Variables. In the experimental condition the number of self-instructions rose, in

the control condition it fell; in the control condition the number of times increased that students posed themselves a choice in the matter of wording; in the experimental condition it fell. In both conditions there was less generation in the posttest but more structuring and more frequent alteration of words and phrases. (See Table 3)

Some explorations were carried out which showed that the Teacher factor had an effect on almost all Writing Performance Variables in the midtest and posttest. It also emerged that the Sex factor had some effect, but no consistent pattern could be demonstrated of any statistically significant main effects of sex or of sex/program interaction effects. From some correlation calculations it emerged that the Psychological Variables bear little or no relation to written composition performance during the three tests: a maximum of 9% of the variance of the scores in the Style category is explained by scores on Psychological Variables. Student Writing Performance scores proved unstable: correlations between pretest and midtest scores were low.

Discussion.

Perhaps students do learn from giving feedback, but perhaps the feedback they receive from their peers is of inferior quality to that received from teachers. However, a check carried out with questionnaires showed that in both conditions few students

were dissatisfied with the clarity, carefulness and helpfulness of the feedback they received. Perhaps — another explanation — feedback is not really all that important: there proved to be no significant correlation between written composition scores and dissatisfaction with feedback. A third possible explanation for the absence of differences is that in the experimental condition students acquire criteria for good texts but that this knowledge does not lead directly to their application in writing tasks.

Assuming that the observed improvement in written composition skill cannot be attributed solely to cognitive growth, the conclusion is that peer feedback and teacher feedback are in equal competition. The choice between the two written composition teaching programs tried here must depend on the skills of the teacher concerned, the time he can and will devote to essay correction, and the degree to which the students may be considered able to meet the conditions for the proper functioning of peer evaluation. Peer evaluation is a good, but not a better, alternative to intensive teacher feedback.

Figure 1: Peer evaluation: communicative and instructive pairs

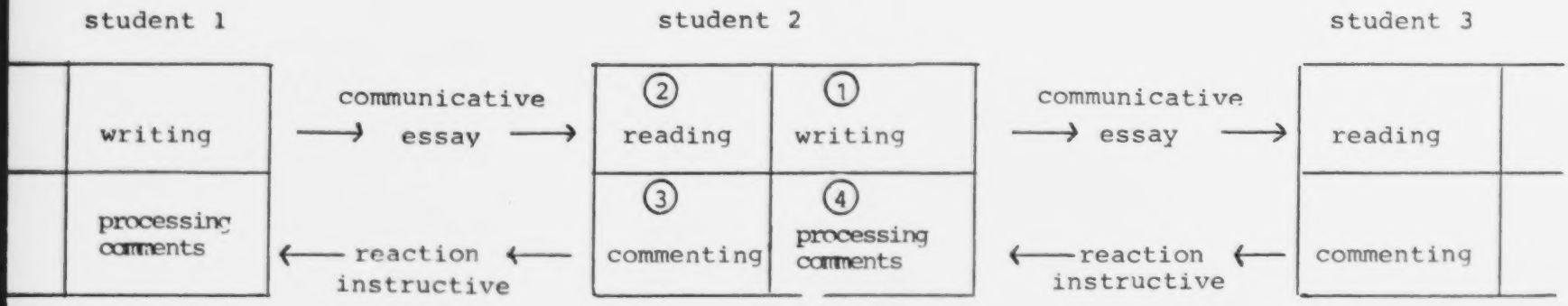

Table 1: Means and standard deviations (in parentheses) of class-scores, within both conditions on pretest (1), midtest (2) and posttest (3) for the dependent variables Goal Orientation, Audience Orientation, Organization and Style (all four measured by essay scales)

	Condition					
	Experimental (n=11)			Control (n=11)		
	Test					
	1	2	3	1	2	3
Dependent variables						
Goal Orientation	102.48 (4.23)	105.42 (5.01)	105.55 (5.97)	100.92 (4.73)	106.70 (5.89)	106.72 (4.11)
Audience Orientation	103.37 (2.96)	106.60 (5.79)	100.30 (4.20)	100.98 (2.40)	108.52 (4.56)	101.92 (3.08)
Organization	91.54 (3.96)	101.88 (4.50)	106.23 (6.08)	91.92 (2.47)	99.53 (5.20)	106.86 (5.84)
Style	101.34 (3.98)	104.85 (5.95)	111.68 (3.69)	101.87 (3.32)	105.93 (4.49)	112.17 (2.95)

MANCOVA test 1,2: $F = 1.97$, $p = .16$, df 4/13
1,3: $F = .57$, $p = .69$, df 4/13

Table 2: Means and standard deviation (in parentheses) of class scores on Psychological Variables[1)]

	Condition					
	Experimental (n=11)			Control (n=11)		
	Test					
Dependent variables	1	2	3	1	2	3
Fear-of-not-being-able-to-write/Ease of writing	47.20 (3.20)	47.06 (4.12)	47.69 (3.02)	46.48 (3.03)	46.72 (3.85)	47.19 (3.54)
Attitude-towards-being evaluated/ Rewards of writing	24.10 (2.54)	25.17 (1.65)	25.06 (3.45)	24.53 (2.40)	24.83 (2.42)	24.81 (2.48)
Attitude-towards-writing/Enjoyment of writing	27.02 (1.52)	24.79 (2.61)	25.55 (4.01)	25.30 (3.86)	24.01 (3.47)	24.57 (4.22)

MANCOVA test 1,2: F = .12, p = .95, df 3/15
test 1,3: F = .30, p = .83, df 3/15

1) The higher the score, the better: less fear, better attitudes

Table 3: Frequencies of Writing Process Variables for condition and test

	Experimental condition		Control condition	
Category	Pretest	Posttest	Pretest	Posttest
1. Rest	2916	2808	3172	3027
2. Self-instruction	192	222	217	163
3. Generating	1203	748	1184	836
4. Structuring	128	194	136	187
5. Choosing phrasing	44	30	33	50
6. Evaluating	163	167	197	191
7. Revising passages	50	61	30	37
8. Revising sentences, words	225	239	202	261

Table 4: Means and standard deviations for boys and girls on Psychological Variables and Writing Performance Variables

Dependent variables	Test	Experimental condition: boys[a] 1	2	3	girls[b] 1	2	3	Control condition: boys[c] 1	2	3	girls[d] 1	2	3
Fear-of-not-being-able-to-write/Ease of writing		49.39	49.88	49.98	45.47	45.01	45.95	46.49	48.46	48.06	46.09	45.32	46.24
		9.48	8.27	9.02	8.35	8.56	9.69	8.60	7.62	8.99	8.89	9.70	8.61
Attitude-towards-being-evaluated/ Rewards of writing		23.54	25.37	26.76	24.64	25.09	24.08	23.87	24.35	24.44	25.06	25.12	25.03
		6.29	5.78	4.60	5.67	4.84	6.02	5.73	5.68	6.30	5.45	5.46	5.71
Attitude-towards-writing/Enjoyment of writing		24.48	22.73	24.31	29.01	26.31	26.63	21.93	21.17	21.27	27.84	26.42	26.94
		6.64	7.64	7.07	6.50	7.91	9.04	6.98	7.48	7.96	7.62	8.11	8.07
Goal Orientation		100.31	104.59	105.79	104.23	106.09	105.35	101.60	106.18	104.58	100.35	107.15	108.56
		14.76	12.08	15.41	11.91	13.09	12.15	15.48	14.95	13.96	13.46	12.23	12.17
Audience Orientation		102.83	106.55	100.19	103.77	106.64	100.39	99.57	106.76	100.23	102.20	110.04	103.38
		10.01	11.76	8.21	8.18	12.47	9.00	8.61	11.19	7.87	8.49	9.27	7.27
Organization		92.94	103.13	108.10	90.40	100.36	104.71	93.58	101.30	106.15	90.50	98.02	107.47
		9.86	10.34	11.76	9.42	9.85	12.04	10.59	12.67	12.81	7.81	9.76	10.61
Style		100.99	105.37	112.49	101.62	104.42	111.03	101.52	103.68	110.21	102.40	107.86	113.86
		9.83	11.62	7.42	9.53	9.65	8.21	10.36	11.53	7.89	9.90	8.82	5.88

a) n = 54-59
b) n = 68-73
c) n = 56-61
d) n = 66-71

Table 5: Correlations (r) between Psychological Variables and Writing Performance Variables at three points in time

Test	Psychological variables	Writing Performance Variables: Goal Orientation	Audience Orientation	Organization	Style
Pretest	Fear-of-not-being-able to write/Ease of writing	.09	.13	.09	.14
	Attitude-towards-being-evaluated/Rewards of writing	-.05	.04	-.03	.12
	Attitude-towards-writing/Enjoyment of writing	.08	.20**	-.01	.14
Midtest	Fear-of-not-being-able to write/Ease of writing	.01	.05	.13	.21**
	Attitude-towards-being-evaluated/Rewards of writing	-.09	.15	.09	.16*
	Attitude-towards-writing/Enjoyment of writing	-.03	.09	.11	.21**
Posttest	Fear-of-not-being-able to write/Ease of writing	.14	.15*	.17	.29**
	Attitude-towards-being-evaluated/Rewards of writing	.10	.12	.12	.15*
	Attitude-towards-writing/Enjoyment of writing	.09	.17	.16	.30**

* p=.01

** p=.001

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